

THE POSTGRAD



ASSOCIATION OF ALUMNI
SIR GEORGE WILLIAMS COLLEGE



CHRISTMAS ISSUE — DECEMBER 1952



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The Postgrad

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DECEMBER 1952

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Fund Passes \$2,700,000 Mark

AT a round-up luncheon of Y.M.C.A.-Sir George Williams College Building Fund campaign workers, held Dec. 4 at the "Y", John B. Frosst, campaign general chairman, announced that the total of \$2,721,663 had been subscribed to date, or 82.4% of the drive's objective of \$3,300,000.

Mr. Frosst disclosed that a bequest of \$400,000 had been received by the Building Fund from the estate of the late Gerald W. Birks, a past president of the Montreal Y.M.C.A.

During the luncheon, the chairmen of the various campaign divisions reported on their

divisional totals. Here is the breakdown:

Advance Corporations, chairman, John A. Fuller — \$1,195,525.

Advance Individuals, chairman, John H. F. Turner, (including Special Men, under the sub-chairmanship of T. Denton Lewis) — \$622,923.

Commerce and Industry, chairman, B. W. Roberts — \$293,017.

Y.M.C.A. Branches, chairman, John J. F. Bancroft — \$188,870.

College Committees, chairman, Laurence Weldon — \$21,325.

A Very Creditable Job

ALTHOUGH the Building Fund Campaign has concluded its public phase, the senior business men and special names committees who are in charge of the campaign as a whole, will continue their efforts until all important cards have been covered, all negotiations now in progress completed and, if possible, the total objective of \$3,300,000 reached. Just as a campaign of this kind is really in progress for months before its public phase, so it will continue in action for a long time afterwards, until it has been brought to a definite conclusion.

The Association of Alumni took the responsibility of seeing that every graduate of the College was canvassed personally and given an opportunity to subscribe. It seems to me that we are in honour bound to continue to work at this effort until we have covered our cards. If we cannot get 100% participation, we can at least get 100% coverage.

The ten College Divisions (made up of students and graduates of the College and Schools) have done a very creditable job in the campaign. The Schools units have turned in a surprising score, the Day and Evening Business Schools doing particularly well in obtaining a very high percentage of coverage and participation. The Day Business School almost reached its 100% participation, and the Evening Business School had about 75%.

With the example of the current students before us, particularly in the Schools, the Alumni cannot let go of this job until it is completed. Be the participation what it may, we must have 100% coverage.

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An Air of Expectancy

By Dr. KENNETH E. NORRIS

Principal, Sir George Williams College

THERE is an air of buoyant expectancy around Sir George this year, and a feeling that we are approaching what Churchill once called "the end of the beginning".

To some, this may seem to have taken a long time. But to the veterans on the staff, it seems a very short time indeed since the first evening "senior matriculation" class was established in 1929, and the whole modern trek of Sir George Williams College was under way. The temptation is strong to pause and reminisce about the milestones along the way: about the inauguration of the two-year junior college in 1931 and the extension of this to the day division in 1932 (the reverse of the usual day-to-evening process); about the announcement of the third-year programme in 1935, and of the full degree curriculum in 1936 — and waiting for the skies to fall in; about the first graduating class of two Bachelors of Science in the Board Room in October of 1936, and the famous Guinea Pig convocation of May 1937; about our Provincial Charter of 1948 and our admission to the National Conference of Canadian Universities in 1949; and the incidents of growing recognition and academic stature along the way, as registration increased to the bursting point of our facilities and graduating classes grew in numbers from 2 to 292.

Yes, it has been a journey, long in incident, but short in years — a journey to this point made possible by the growing, swelling number of students and teachers and alumni who have united their aspirations with those of the Board of Governors and Metropolitan Board to create an institution which is now reaching the full flower of its adulthood.

Another milestone looms in sight — another milestone which will mark the progress, not of Sir George Williams College, but of the idea which *is* the college, the ideal which brought it into being and the faith which kept it going, in spite of inadequate facilities and apparently insuperable obstacles.

There will be further obstacles along the way in the years which lie ahead. Indeed, no small obstacle is presented by the current capital-funds campaign. But the College is now assured of something it did not have at the beginning — a growing body of alumni, who in their own persons have exemplified the spirit which has caused the College to be what it is. With them, and with the driving power of the original idea, anything is possible.

The Alumni may be interested in the fact that the College was represented, by invitation, at celebrations at four Canadian universities during the past two months. I had the privilege myself, in company with Mrs. Norris, to attend the Centenary Celebrations of Laval University in Quebec. Dr. G. O. Rothney represented the College at the installation of Viscount Rothermere as the first Chancellor of Memorial University in St. John's, Newfoundland, at which Dr. Rothney is teaching this year on leave of absence from Sir George Williams. Dean Hall represented the College at the 75th Anniversary celebrations of the University of Manitoba in Winnipeg, while our representative at the installation of Earle Parkhill Scarlett as Chancellor of the University of Alberta in Edmonton was E. W. Ayre, a member of the graduating class of 1951 in Science who is now residing in that city. A letter received recently from Dr. Stuart, President of the University of Alberta, stated that "Mr. Ayre was a very welcome ambassador".

City Leaders Aided Campaign

THE Y.M.C.A.—Sir George Williams College Building Fund Appeal, which is now continuing its drive enlisted the support of many of Montreal's outstanding leaders.

In the \$3,300,000 campaign, John J. F. Bancroft was named chairman of the "Y.M.C.A. Branches Division." Fifteen divisional chairmen headed the canvassing throughout the communities of the metropolitan area, supported by the campaign workers recruited in each of the local branch headquarters.

Branch Divisional Chairmen were: St. James: J. B. Angevine, Canada Life Assurance Company; Harbour: J. A. Finlayson, Hobbs Glass Limited; St. Andrew: O. N. H. Owens, Central Investment Company; St. George: G. Drummond Birks, Henry Birks and Sons, Limited; Westmount-St. Henry: D. Y. Novinger, Crown Trust Company; Northwest: F. V. Stone, Canadian Pacific Railway Company; International: D. G. Currie, Chas. E. Frosst and Company; Montreal East: F. J. Knight, Hubbard Felt Company, Limited; Point St. Charles: Hugh C. Fetterly, Fetterly-Collins Reg'd; Southwestern: E. O. Dalgleish, General Steel Wares, Limited; Lachine: H. W. McMillan, Dominion Bridge Company; Rosemount: D. Dewar, Mount Royal Transportation Equipment, Limited; East Central: A. R. Tunis, Canadian Fairbanks-Morse Company, Limited; and Northmount: Frank B. Wilson, Mutual Life Assurance Company of Canada.

Saturday Classes

The Evening High School of Sir George Williams College has extended its programme by opening up 19 new classes on Saturday mornings, taking advantage of the fact that an increasing number of employees have Saturday hours available.

College Enrolment Up by Nine Per Cent

NINE percent increase in enrolment has been recorded to date by Sir George Williams College and Schools over last year, according to figures released by Douglass B. Clarke, registrar.

Total enrolment now stands at 5,844, compared with last year's 5,368. Registration is continuing in many courses and is expected to exceed last year's total of 6,082.

Evening high school marked up the biggest gain with a 24 per cent rise in students. Evening college enrolment is 10 per cent higher. In all divisions there is an average of 70 per cent men, 30 per cent women.

Registration by division is: day college 652; evening college 2,714; evening high school 1,260; evening elementary school 81; business school, day 215; evening 734; art school, day 33, evening 155.

Good Show Georgians!

During the campaign students of the college and its schools really set an example to workers in other groups.

College officials announced that within Sir George more than 750 students canvassed their fellow-classmates. One college officer noted that one in every ten students actively participated in the drive. More than 5,000 attend the college now. Under the leadership of Divisional Chairman R. L. Weldon, Sir George set its own financial goal — \$22,000.

The Faculty

Congratulations to Dr. and Mrs. Stabler on the birth of a son; and best wishes to Dr. J. W. Bridges on his marriage to Miss Anne Munn, B.Sc. '42.



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Board Announces "Y" Staff Changes

THE Metropolitan Board of Directors ratified several appointments and transfers in branch personnel which became effective at the start of fall activities. Two members of the metropolitan staff, Harold C. Cross, former Program Secretary, and Clarence M. McCully, former Business Secretary, have been appointed Assistant General Secretaries. John Ferguson, formerly of City Hall Avenue Branch is now Executive Secretary of Northmount Branch. Allenby Moss has been appointed Executive Secretary of City Hall Avenue Branch. Mr. Moss has had several years experience with the Boys Club Movement in London, England and recently in Montreal.

Bert Life has been re-appointed to the Central Branch Staff as Physical Director, which position he held from 1948-50, prior to serving as General Secretary of the Sydney, N.S., Y.M.C.A. during the past two years.

Lewis R. Waller has joined the staff of the Westmount Branch as Physical Director. A graduate of George Williams College, Chicago, Mr. Waller is well-known as a former Physical Director in the Regina and St. John's Associations.

W. H. Whitelock, formerly Boys Work Secretary of the Saskatoon "Y" has been appointed Young Adult Program Secretary of the Notre Dame de Grace Branch.

Miss Thelma Gerstman, has re-assumed her duties at International Branch, after one year's leave of absence on an exchange of personnel agreement with Fry-Cadburys of Bourneville, England.

Miss Elizabeth Burlingham, who held the exchange position at International Branch last year, has been transferred to the Northmount Branch, as Women's and Girls Work Secretary.

Miss Earla Taylor, graduate of Mc-

Gill School of Physical Education, has been appointed to the Southwestern Branch staff. Miss Taylor is the third member of her family to choose the Y.M.C.A. as a career. She is the daughter of E. I. Taylor, Executive Secretary of International Branch, and her brother Ernest in Boys' Work Secretary of the Westmount Branch.

Miss Maureen McBride, formerly an active member of International Branch has joined the staff of the Montreal "Y", with duties in Women's and Girls' program serving at Rosemount and Montreal East Branches.

Lloyd Ring, who has been associated with the Montreal East Branch for the past two years as Fellowship Secretary, had been appointed acting Executive Secretary of that Branch.

Mrs. Hazel Life has joined the staff of the Southwestern Branch, in Women's and Girls' Work, and is also serving part-time on the International Branch staff.

The Montreal "Y" has also enrolled seven new Fellowship Students, or secretaries-in-training, who have chosen the Y.M.C.A. as a career. This makes a total of 27 young men and 2 young women who are working towards a college degree and are assigned to one of the branches for practical experience.

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THE PRESIDENT'S PAGE

A Building of Our Own

By GORDON DONALDSON

President, Association of Alumni

Sir George Williams College

AS I write this message to you, our Building Fund campaign is now in full swing.

If enthusiasm on the part of the workers means anything we cannot fail in this worthy cause, which impresses me as being the third great event in the history of the college.

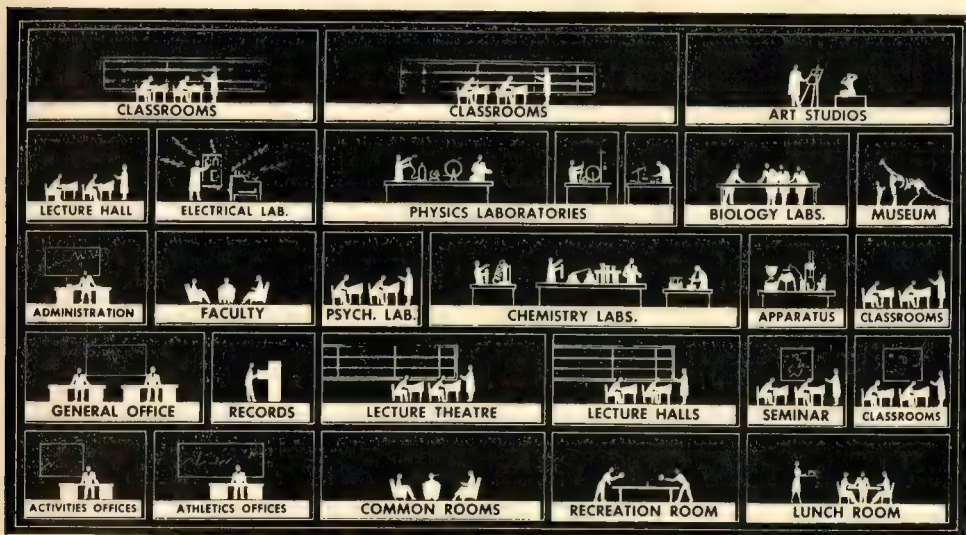
The first, perhaps, considered of minor importance by some, was the granting of Associate degrees for the first time 'way back in June, 1934 — but which we believe tends to illustrate the hard work and vision of the original leaders.

Second — the great thrill to all students and graduates — when the college was granted its charter by an act of provincial legislation — giving it the authority to award degrees.

And now — the possibility of a building of our own!

As our aim was 100 per cent participation on the part of the graduates, we sincerely trust that we have received your full support.

May I close by saying how much we owe to the untiring efforts of the staff of S.G.W.C. and the long hours put in by them, and also thank the many workers for their ceaseless campaigning — and a personal wish that you all enjoy the happiest Christmas you have ever had.



"A HOME OF ITS OWN": Shown above is a plan of the four-storey structure which will one day be the NEW Sir George Williams College. Note the special provisions for extensive scientific education and the centralized facilities the building will provide for "your sons and daughters". A potential evening enrolment of 6,000 students will be accommodated. The plans also permit upward expansion if necessary. The projected building will be built adjacent to the Central "Y" on Drummond street.



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WE have an apology to make to the Class of '51.

In the Thanksgiving Issue of The Postgrad it was announced that a donation of \$100 had been given to the Association of Alumni by the executive of that class for the purchase of a visible cardex. John M. Gardiner, treasurer, informs us that the gift amounts to \$200.

The Alumni executive would like to thank the '51 grads for their generous donation and assures them it will come in very handy in the course of their office work. Double thanks comes from Joyce Beddows, alumni secretary.

A Big Squeeze

Sir George Williams College grew out of the formal educational programs which the Y.M.C.A. started in 1873 to provide after-work education for young men and women of Montreal. Facilities were increased in 1930 to accommodate 2,000 students. Today, the College is squeezing into its winter evening classes alone more than 5,000 who want a second chance at education. Attendance by day numbers 1,000. In Summer, there are nearly 2,000 night students.

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1945. *Chairman* — Gdalyah Rosenfeld; *Co-Chairmen* — Charles Nichols, Frank Stannard; *Workers* — Murray Fainer, Glenn L. Wood, Abraham Litvack, Lloyd Shimotakahara, Abraham Brodsky, Herbert G. Paveley, Ruth Stein.

1946. *Chairman* — Roland Picard; *Co-Chairmen* — Charles Nichols, Frank Stannard; *Workers* — Basil Spurr, Elizabeth Lynes, Anne C. Stewart, Saul Gerson, Roger P. Richard, Robert L. McClenaghan.

1947. *Chairman* — Steven Armstrong; *Captains* — Louis Bizub, Ken Adams, Guy Dumesnil; *Workers* — Jean Brunet, Norman Tooby, Peter Nixon.

1949. *Chairmen* — Gordon Odell, Len Rosenberg; *Captains* — Phyllis Kieran, Micky McFall, Ralph Arsenault, Ann Curll.

1948. *Chairman* — Guy P. Limoges; *Captains* — Mrs. Fay Arnold, Roy H. Vining, Lambert Mayer; *Workers* — Paul M. Comeau, George Houston,

Doreen Lee, Mrs. Kathy Halfhide, Mrs. R. Clarke, William Fetchin, J. P. Agapitos, Robert M. Kouri, Donald S. Slater, Ronald D. Black, William Aaron, George Miller, Granger Robertson, Mrs. Georgette O'Leary, Nee Bookalam, Frank Connors.

1950. *Chairman* — Ken Williams; *Captains* — Maurice Gold, William A. Martin, Thomas Plunkett, Joan Ross, Murray Spiegel. *Workers* — Frank Brault, Sidney Chechik, James Bornstein, Murray Heselton, Robert B. French, Norma F. Gould, Mrs. William Naves, Hyman Harris, Jack Berman, Daniel Pomerantz, Ralph Pritsker, Ernest Guter, Horace Phillips.

1951. *Chairman* — Gerald Wilson; *Captains* — Mrs. Elizabeth Stanger, Bertha E. Starer, Gerald N. Coe, Emma Holic, Mary Homza, Rolf E. Brougham, David E. Stanger; *Workers* — Moe Ackman, Moe Graif, Edmund J. Bromilow, William Biduk, John Wilcox, John M. Gardiner, Philibert Buono, Peter Dorman, Phil Beaudette, Frank Hoffer, Stanford Veira.

1952. *Chairman* — Victor Yates; *Captains* — Norman Peterson, Gerald Sinel, Allen Betzner, Irene Keegan; *Workers* — Estelle Newman, Nancy Slayton, Robert H. Strange, Roger Latour, Braham Feldmen, Donald Goldberg, Albert Norkeleunas, Doris Horton, Louise Dagenais, Maureen Gordon, Ernie Hilrich, Germaine Siaud, Alex Greer, Leo Lambert, Robert Kneeland, Ian Paterson.

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Postgrad Patter

HUGH COOKE, Arts '52, happy in his work as Boy's Work Secretary at the "Y" in Quebec City, while wife Bernice nurses at a nearby hospital . . . "Rapid Robert" Bourassa, Arts '51, formerly with The Royal Trust Co. here, has been shifted to London, Ontario . . . Popular Pat Judge, Arts '52, now taking courses at the McGill School of Divinity . . . Anne Marie Boe (now Mrs. Mackay) home for a month while her husband is serving a stretch with Uncle Sam . . . Congratulations to Max Goldman in grabbing 1st spot in the Provincial Notarial Bar exams last June — he was attending U. of M. . . The same to another Goldman, now Pearl Francoeur, who presented her husband with a little girl last October 17 — she was a '49 grad . . . Emma "Eatons" Holic, not there any more, switching to Steel Co. of Canada.

Our boy Ross Bannerman, who left Sir George in '49, another "Y" worker in Halifax . . . Owen "Arts '50" Rowe taking his M.S.W. degree at McGill . . . Pretty Anne Curll, a familiar face in the college office, out in Ste. Annes, working at the Veterans Hospital . . . Stretch Edwards, Arts '52, stretched all the way to Galt, Ont. as Boy's Work Secretary in their "Y" . . . Mrs. Fineberg, wife of Associate Postgrad Editor Alec, gave birth to the first child, a boy, last month — Congrats to you both.

Apologies to C. G. Wilkinson, B.Com. '50, listed as "lost" in the last issue, has been located at Northern Electric — now has two girls in the family . . . Is Bob Whitehall still in Quebec City? . . . And say "Hello" to Jerry Sinel if you see him — we're only kidding, Jerry, you did a swell job on the campaign . . . Gordon (Alumni President) Donaldson did a "bang-up" job on the campaign — a real plugger . . . Will Jacques "St. Sauveur" Dumas come out of hibernation when the first snow flies?

Our friend Stu Belson, Arts '50, trying hard to concentrate on his work at Three Rivers in anticipation of the "Big" day . . . Arts graduate Helen Tetley doing missionary work in Africa . . . Alex Shatilla class of '51 recently "middle-aisled" with Joan Butler . . . Hope Bill Jarand has found that job . . . Midge Holmes (Palmer) and Nancy Donahue (Olak), both Arts '51 married and living in the States . . . Nancy "Major Award" Slayton got a bigger prize recently upon her engagement to Laurie Braithwaite . . . '49 grad Mag Flynn, now permanent Athletic Director at Sir George, doubling as college liaison officer during the past campaign.

Your name not here? — then let us know what you're doing or what your friends are doing — write or phone Alumni Office, 1441 Drummond Street, MA. 8331 — Joyce will be glad to hear from you.

John Wilcox, busy working for his C.A. . . . '51 Class Vice-President Gord McFarlane back at college again — coaching the Junior hoopla squad . . . Haven't seen Lloyd Robertson since the '52 grad dance . . . Graduates: how about supporting the college teams by attending some of the games? . . . Prue Warrington now reporting with a Brockville paper.

Jack Hirshberg, Hollywood columnist and Georgian Alumnus, first grad to contribute to the building fund . . . Athletic Joan Ross, who was really keen on

the campaign, spending her working hours in the labs at the Royal Vic . . . Through not a Sir George graduate, we still have to mention the fine work of Asst. Dean C. W. Thompson in editing "The Campaign News" . . . Are you one of the 80% of all Sir George graduates who have stayed in Montreal?

Two applicants for the class of 1970 — a girl born to Mrs. Clint Robertson (Bernice Chevalier) in August and a boy to Mrs. Jack Lightstone (Lorraine Pedvis) a month later — chums in the '51 class . . . Planning to tie the knot in the spring — Big Stan Brenegan and Georgia Milne, likewise Phil Beaudette and Bev LeMarquand . . . Patty and Don Cooke happily married, living in Aldershot — Don is with the Steel Co. in Hamilton . . . Thomas O. Hecht on a business jaunt in Europe . . . Will Don Ballantyne contact this corner.

Good to see so many alumni at the opening dinner of the building fund . . . Did you know that there are more graduates from Sir George at McGill than from any other university . . . Science Grad Douglas Bond got a plug on the building fund posters — he left college in '47 after studying for his degree at night — been with Canadian Marconi for 12 years and plans to send his off-spring to "you-know-where" . . . Sir George grads are accepted for post-grad work at all North American universities — so be proud of its name . . . Good luck to Stan Matthews down Rochester way.

Wally Trudeau now a radio announcer on Station CKTS in Sherbrooke — billed as the "King Cole Question Man" and heard daily at 11.45 a.m. — Hey what's the answer to the mystery question, Wally? . . . Received a note from Shirley Pope, who is "librarying" at Jameson Memorial Hospital, New Castle, Penna. Just recuperating from a 7-week illness and anxious to hear from her friends . . . Bernie Dube, a former Georgian, and now reporting with The Gazette, contributes his first article in this issue . . . Others at Canada's Best Newspaper — Russell Gillicce, Chris McFarland and Bob Hayes.

Many thanks to Dr. K. E. Norris for those kind words on the last issue . . . And long-overdue thanks to Dean Henry F. Hall for his contribution in the same edition . . . Too bad the alumni members don't take as much interest in the mag as do the faculty.

Advertising Man Bill O'Brien now the proud papa of a baby boy — as of Nov. 22 . . . Wilf Robinson, B.A. B.Sc., studying art at the Montreal Museum of Fine Arts . . . "Big Bert" Shannon working towards his Master of Business Administration at Western — sorry we didn't get to say so-long . . . Best wishes to Phebe Prowse . . . Let's hear from you.

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Y.M.C.A. Over The Years

SIR GEORGE WILLIAMS COLLEGE and the Sir George Williams Schools constitute part of the Young Men's Christian Association enterprise in Montreal. They have developed out of the formal educational work of the Montreal Association whose first classes were organized seventy-nine years ago, in 1873, twenty-two years after the founding, in Montreal, of the first Young Men's Christian Association in North America on November 25, 1851. Thus the college has a keen interest and desire to participate in the Centenary of the Montreal Y.M.C.A., which is being celebrated at this season.

The name, Sir George Williams College (after Sir George Williams who founded the Young Men's Christian Association in London, June 6, 1844) was chosen in 1926 to designate the expanding formal educational program in Montreal. In 1929 the college programme was extended to first year work in arts, science and commerce. In 1934, the full four-year college programme in arts, science and commerce was announced. In 1936 members of the first graduating class were awarded the Bachelor's degree. From 1936 to 1951, 1,336 men and women have received their Bachelor's degrees from Sir George Williams College.

On March 11, 1948, the College was granted a special Charter by the Legislature of the Province of Quebec, "in order that the work which it is doing may be carried on more effectively and advantageously". This established the college as a body corporate and politic for the purposes: (a) to carry on and conduct a college or university within the Province of Quebec; and (b) to establish faculties — and to grant and issue degrees.

All this happened since November 25, 1851, when a group of Montreal young men gathered together in St. Helen Street Baptist Church and organized the Young Men's Christian Association, the first to be established on the North American continent.

Two, at least, of these young men, who ranged in age from 20 to 30 years, already knew of the original Y.M.C.A. founded by George Williams and his friends in London, England, in 1844. They felt that a similar organization was needed in Montreal, then a small port city of 57,000 people. Although conditions in the colonial city were quite different from those in England, young men in large numbers were streaming into Canada (then known as "The British Provinces") from across the sea, and their needs were many and urgent.

The Montreal society in its earlier years provided an opportunity for the Christian young men of all the local churches to combine in a great variety of services to sailors, soldiers and immigrants, inmates of the hospital and jail, as well as to the poor of the city. Local young men, including those employed in stores and offices, and students attending College, were provided a program which included educational, social and religious activities, all in rented quarters. The library and annual lecture series were well patronized. Bible classes, men's meetings, an employment bureau, a boarding house register, personal counsel and guidance, were early features.

Very soon it was discovered that quarters adequate for the kind of activities which were needed did not exist in the city, and steps were taken to find a permanent home for the work. In 1873, the first Y.M.C.A. building, situated on Victoria Square, was opened.

These quarters were rapidly outgrown and a much larger and more adequately-equipped building was erected on Dominion Square and opened in 1891. From this time great progress was made in the development of the four-fold program—physical, educational, social and religious—for both young men and boys.

Through the years the Association pioneered in a great variety of activities, including: boys' work, camping, evening education, Bible study, play and recreation, men's meetings, work in militia camps and with men on active service, community work, and many forms of adult education.

In due course, the Railroad Branch in Point St. Charles, and Strathcona Hall for McGill students, were built and opened for use. Then in 1912, the building on Dominion Square was sold and three new fully-equipped branch buildings were opened on Drummond Street, in Westmount and the North end. Thus, sixty years after the founding of the Association, five branch buildings were available to care for the needs of youth of rapidly-growing Montreal.

Since that time, two World Wars have intervened, during which the Association rendered significant services to men and women of the armed forces. A lengthy period of serious financial depression also made many demands upon the Association for special services to unemployed youth as well as to others who were faced with greatly reduced earnings and attendant handicaps.

Tremendous growth has taken place in the evening educational program since it was started in 1873. In 1926 the Sir George Williams College and Schools were established. In the current year 6,000 different students enrolled. Here the working boy may complete his elementary or high school course, and the ambitious young man may take evening classes leading to a college degree.

Last year over 10,000 different young men occupied rooms in the Association residences for various periods. Room accommodation elsewhere was recom-

mended to hundreds of newcomers. A great variety of other services was provided for strangers to the city.

The Association has persistently tried to keep pace with the growth of the city and now has eleven very active branches located in all parts of Greater Montreal; in addition it operates the Sir George Williams College and Schools, three permanent camps and a ski lodge. The total membership is over 17,000 with almost 10,000 more short-term memberships during the year.

Today the Y.M.C.A. is serving youth all over the world, in 75 countries. It serves all nationalities, races and religious faiths. From 1889, the Montreal Association has actively assisted in this extension of the movement to other continents. Charles S. Paterson, of this city, and others, have invested their lives in this productive world service. Montreal Association members and friends have contributed substantial sums of money towards the support of the work abroad.

The Association in a laymen's organization. It is a Christian organization; one of its great strengths has been that it draws together likeminded men of all the denominations in order that the needs of youth may be adequately met. It discovers and trains leaders, many of whom have become active in church and other organizations. It co-operates with all youth organizations and other bodies devoted to the improvement of community life.



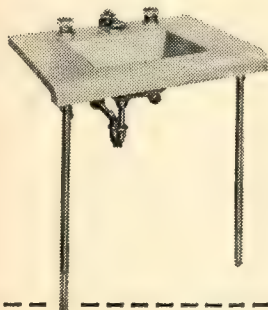
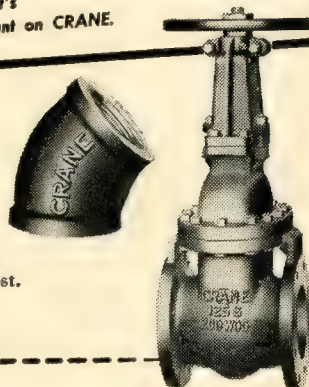
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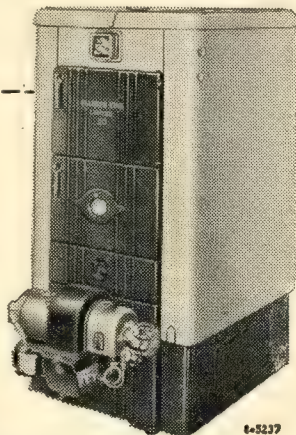
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BRAINS BEHIND "THE GEORGIAN": Former "Georgian" staffers will remember a scene similar to this one — when they sat down with the "boss" and discussed the last issue. This year's editor-in-chief, Jack Rosen, is giving his staff instructions on the next number. The boys got a big hand from college authorities for their fine work in publicizing the recent Y.M.C.A. — Sir George Building Fund Campaign. From left to right in background are: Steve Montague, sports editor; Andy Ward, news editor; Trevor Goodger-Hill, advertising manager; and Donald Davison, managing editor. Executive Editor Max Shenker, left front, doesn't seem to be listening to Jack — but then who ever did listen to the editor! Missing when The Postgrad invaded the seven-foot-square Georgian office were: Gilles Dube, circulation manager; Gunther Brinkshulte, business manager and Bill Edmiston, evening editor.

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The New Generation — A Self Estimate

By BERNARD DUBE

WITH publication of its October literary supplement, the McGill Daily noted with disappointment, not unmixed with alarm, that contributions had been fewer than expected. The sadness and air of resignation which marked what few contributions there were led the Daily to conclude that "students at McGill lack humor, or are not attracted by humorous writings. The morbid and tragic situation seems to appeal more to our literary talents".

This supplement alone is no barometer by which to judge the new generation, but if we are to admit that literary expression is the reflection of an author's thought and attitude and having fresh in mind so many other examples of this generation's restraint, it adds to the impression that we are indeed, and tragically so, a subdued generation. This fact becomes woefully ironical in a country whose potential is the very stuff that the dreams of men of strength and faith are made of.

Vernon E. Johnson, vice-president and general manager of the International Paper Company recently decried this state when he spoke of the crying need in Canada for "men who can question the old and imagine the new". Of the new generation, the young men coming from the universities and elsewhere, he said "too few of them are excited by big visions of what can be done . . . they are thinking of social security and retirement plans and too few of them want to face the challenge of industry . . . too often they are looking for quiet desk jobs".

What Mr. Johnson said is not exactly new. It has been repeated so often as to become the favorite dirge of the older generation which feels the real development of Canada has only begun and doubts that the new generation has the strength and faith needed to continue it.

The truth is that nothing excites us today, as though we did not want to be excited. Where intensity and rebellion typified the so-called Lost Generation which blossomed in the sticky aftermath of that war that was to end all wars, 1914-18, we are admirably stoic. We classify intensity as drivel. As for rebellion — an unshackling of the confining conservatism, "a questioning of the old and imagining of the new" — we show little taste for it.

We seem to lack the capacity to dream. We are devoid of vision and only the rare few can see themselves becoming anything more than the natural slow development of their circumstances will lead to.

We are waiting — it seems in Canada the practical and safest thing to do — for eventually, at least materially, the tidal wave of progress, unleashed in the sudden overdue flowering of our vast natural resources, will sweep us along with it. It does not trouble us that the leaders of this surge of progress may be the very men we hope this progress will make us independent of, namely the Americans. We seem content to ride the wave, willing to trust it with our happiness and our future, rather than ourselves.

We lack the optimism and certainty of purpose to gamble with our little security. Everywhere we see walls confining us, and where there are none we erect some, lest in a moment of folly, we made a break for freedom. We choose a career primarily by the amount of security it appears to promise us, because, firstly, all our efforts are directed toward achieving security. Careers which offer little or no security, but only the possibility of greater remuneration, in satisfaction, money and glory, later on, go begging. Only a scattered few seem willing to gamble on their own strength and their own faith.

There is no breaking out, even for its own sake, as proof to ourselves that we are not stalled and imprisoned in the rut of conformity. Most of us do not seem

Bernard Dube was a partial Arts student at Sir George Williams in 1949-50-51, served as managing editor of *The Georgian* and secretary of *The Debating Society*. He is on the staff of *The Gazette*, edits a weekly newspaper and is Quebec correspondent for *The Caliper*, a quarterly magazine.

to want (or is it, seem able?) to let go, and dare convention, and dare today's stream of conformity to show us why we should conform, as though to let go would betray us of something, as though to let go would leave us nothing with which to begin anew again. Our chronic fear of being wrong amounts practically to an inability to prove ourselves right.

Always we seem to hold back. In a land that cries out for pioneers we have none of their attitude of sink or swim, not getting to know really if we can swim because we won't give it an all-out try, fearing, it seems, to leave the safety of the beach.

We hold back in expressing ourselves — in what periodical can be found a steady flow of the freshly sincere and optimistic thought, no matter how erroneous or misinformed, that should pour forth from a generation with such an opportunity to build materially and intellectually. Where are the garrets that hold the "fools" who would dare breathe life into Canada's dormant field of arts. Where are the young men who would seek new frontiers, material, spiritual intellectual; where are the "crackpots" who would dare a lonely, unappreciated attempt at solving another of nature's mysteries — and the solving of these mysteries is our responsibility and duty too, if we are to cling to the dignity of equality among all other nations. Where, indeed, is the fervor that cannot be rationalized, but only drives, as life itself, toward the betterment of this nation and of mankind.

Big words these — the betterment of mankind. A lofty sentence dropped by a "naive" professor in a philosophy class, but hardly, we seem to say, a practical ideal to be nurtured after graduation when the sum of a man is made up of his earning power, the impressiveness and number of his "contacts", and his capacity for conforming.

Every young Canadian attending college reads or is told that on his privileged shoulders will rest the responsibility for his country's future. His first reaction is to

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enthusiastically accept it. Note the fiery articles by freshman and juniors in student newspapers waxing indignant over the state of our politics, morals and welfare. Nothing escapes the passionate pens of these young but dedicated leaders to be. Forward they march to light the darkened path of freedom and lead the great crusade against man's ignorance, cruelty and complacency.

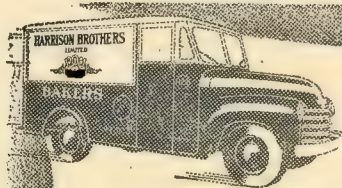
As amusing as these impulsive outbursts may be, one cannot but be impressed by the fervor which animates them. But what kills this fervor after graduation? A certain waning of youthful enthusiasm and a more sober attitude toward life are to be expected after the first contact with the often grim reality of earning a living in a world that does not live by the textbook. But because the doing is rougher and less orthodox, isn't it added reason for supposedly educated young men who will be called upon to provide the leadership in that very society which gave them their education, to renew their fervor and extend even more their goals, viewed now in the clearer light of maturity. This on the premise that ideals or goals easily reached cannot be those sought after by men who would be educated if to be educated is to desire to make full use of all resources at hand in the name of progress.

Too many of us indulge in dreams only as relief from reality, not as goals toward which to work every day. Too few of us make an honest effort to bridge the gap between the life we live and the life we want. Our great capacity for endurance makes us accept too easily that our goals cannot be fulfilled and we live thus negatively, romanticizing endurance and resignation and "pooh-pooing" sincere ambition and large plans. We tend toward the belief that the ambition to be wealthy is despicable, as though wealth could not be amassed other than through illegal means.

We refuse to break out and shoot for the sky. I mean here to carry an idea, a plan, beyond an evening's discussion. That once an idea has taken hold, to carry it into one's life seeking to enlarge it and willing to gamble on putting it to work. Too much of our planning and hopes rise and fall at little social re-unions, never seeing the light of a new day. We seem to reserve our serious thinking for the delectation of a small audience in a play-room or bar, but never dare hold it up to the world to test its strength.

Our fear may be explained, but not excused, by the world chaos through which we have lived most of our lives. To excuse that fear is to accept it, leaving us no hope that we will ever erase it with the drive of hope which alone can rid our world of chaos and lift us out of our stagnancy.

Having rejected the impracticality of high ideals, we deride the few among us



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who continue to hold them. We "pooh-pooh" all that smacks of exhibitionism (recall the cracks made by the intelligentsia about the recent American elections. Everybody, but everybody, less he be thought an ignoramus looked down his nose on the burlesque of American politics. It made us Canadians feel big and proud about our prim self-composture, our good manners and our sense of discretion).

We have recourse to derision in defence of our vulnerability, because our sensitivity will not allow criticism, especially coming from within our own ranks. So we "pooh-pooh" criticism instead of learning from it.

We band in small exclusive groups to make our derision more effective and to suppress our loneliness which is the loneliness of those who won't (or can't) take a healthy swing at life. We pity the few amongst us who insist on individuality, who refuse the limitations that most of our nice, little social groups impose on their members.

Finding that the lofty ideals which more religious, superstitious and disciplined generations bequeathed us, were vulnerable before the incisive probings of science, we reject them, or if we continue to uphold them, we do it complacently, without fervor, because, not being absolute, not being perfect, these ideals or creeds do not seem worthy of our fervor.

Seeing the old crumble before us, we seem too dumbstruck to summon the enthusiasm and faith in ourselves to pick up the pieces and rebuilt on more solid foundations.

So a generation that should be striving because there is so much to rebuild and improve, waits and endures, trying only, for now, to hold the shreds left, leaving to the future all thought of remaking the garment into a better one.

The height of intellectual adventure for this generation is to flirt with communism. Unable to stand on their own strength and faith, some stray to communism or similar despotic philosophies, because no matter where it takes them, it at least

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lays down concrete rules, as clear cut as those in kindergarten, thus relieving them of their native duty to think for themselves.

The excuse given for this intellectual and moral promiscuity is that democracy has failed, has not produced the results it promised. When asked for an explanation, the communistically-inclined cite the presence of slums, the moral depravity, the country's surrender to the imperialistic Americans (and how the self-termed intelligentsia in this generation abhors the Americans. Always will they refer to democracy as "they", never as "we", as though democracy were something entire by itself that one accepted or rejected and which did not owe its strength (or weakness) to these very people themselves. They take the attitude that democracy owes them something, that they honor any system or philosophy by their allegiance to it, and that since this one has not paid off, they are by conscience bound to seek another, never once entertaining the thought that nothing can give them returns until they first contribute to it.

This is the blemish on our generation, this negative attitude toward the system under which we live today, this "is has failed me" instead of the more truthful "I have failed it and am continuing to fail it and therefore failing myself by thinking in terms of defeat."

These then are the two alternatives facing this generation, that it let itself be attracted by the "grass that always looks greener on the other side of the fence", or that it roll up its sleeves and bring to fruit its own green pasture. So far, no full commitment has been made to either side. The generation waits, eagerly surveying the scene, but not moving.

It will not be able to move with purpose and fervor until it rebels against merely enduring and finds faith in itself. There is a better world for those in this generation who would seek it, and they had better seek it, for it will not be fashioned for them.

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Democracy Depends On Education

By Dean HENRY F. HALL
Sir George Williams College

(The following is a summary of a speech given by Dean Hall to members of the Rotary Club of Montreal).

THE maintenance of "our way of life" is not a problem that belongs to the Western World in the twentieth century alone. However, the problem has been increased and accelerated by the inventions of our time. Rapid transportation and instantaneous communication have made this a New World even though its basic problems are carried over from past generations.

My basic thesis is simple. It is just that democracy depends on education. I realize that this is a trite and platitudinous statement but I will try to expand it a little.

Democracy has become very respectable. So much is this the case that even those who do not believe in it, use its instruments and its vocabulary. We hear such terms as "people's republic." There is a statement in the New Testament to the effect that we should beware when *all* men speak well of us.

The roots of democracy are deep in our cultural heritage. As a Canadian philosopher has pointed out the ancient eastern empires were built on what he calls a "disgusting servility" to dictators, satraps and overlords. Incidentally, we find a great change in little Palestine where the prophets of Israel gave us a background which still gives us inspiration and challenge to make our demo-

cracy real and vital. In the preface to the first English translation of the Bible published in 1535, it says: "This book is for government of the people, by the people, for the people."

However, this simple concept of government by the majority is not all there is to democracy. We must never forget that some of the worst governments that have ever existed have been majority governments. In a real democracy, rule by the majority must always be accompanied by the equally basic principle of the rights of the minorities.

Also when a democracy sets up a dictatorship, even by a huge majority vote, it ceases to be a democracy. We in our own day have seen this happen, to our cost, in some great states. Let me add, however, that no people, as far as I know, who have an established democracy over a long period have voluntarily given it up. It is my sincere conviction that democracy will endure because it is deep-seated in the best aspects of human nature.

My contention is that democracy is more than a form of government. It is as we often say, a "way of life," and the ultimate test of a way of life is not efficiency in government, or any other extraneous matter, but rather the kind of people it produces.

We have to read names on the ballot papers and to understand whom

It has long been contended that democracy requires at best a literate popula-



WITH A B.A. IN MIND: Nineteen-year-old Joyce Beddows, full-time secretary of the Association of Alumni, is shown busy at her work in the alumni office in the Stanley Annex. A real busy girl, she not only keeps the office running smoothly, but finds time to complete her education. She spends five hours a week in college lectures, with the hope of getting her Arts degree. Joyce completed her business college training at Sir George in 1951, after graduation from Montreal High School. A hard worker, Joyce deserves a lot of credit for keeping alumni affairs in order. Best of luck.

and what the names stand for. But there is much more to it than that. I am sure that my fellow educationalists will agree that education is primarily concerned with the development of people. We may disagree as to method but, I think we generally agree as to fundamental purpose.

We educationalists generally agree, I think, that one fundamental purpose of education, then, is the attainment of a literate population. Given this plus a measure of freedom the democratic process has at least a fighting chance.

Modern education is often criticized and perhaps rightly so. It is said, for example, that our children are not being taught to read and to write and to figure as they used to be. Well, if this is so it's too bad. But let me say on behalf of young people of our day that they are being brought up in a difficult

world in a difficult period in that world's history. I firmly believe that the most important thing they can learn is how to live, and work and play, and worship together as citizens of a free country and a free world that we, and they, intend to keep free for them and for their children at whatever cost.

What can we, as citizens, do about it?

We can support our educational institutions. We here in Montreal can be proud of the development of our universities, colleges and schools within the past few years. This development has in some cases been almost phenomenal but the city and its needs are growing fast and we must keep pace with this growing need.

We must remember the importance of those movements and institutions which furnish informal education. I am more and more convinced of the great importance of giving young people the opportunity of participating in a group experience. I wish very sincerely that all teen-age youth had the opportunity of belonging to a small self-governing group under good adult guidance. This is the practice of democracy working at the grass-roots level.

We are all educators by our own personal influence. All institutions whether they be commercial, industrial, social or religious are to some extent educational because they, in one way or another, contribute to the development of people.

In the final analysis, the greatest educational force in the community is the direct personal influence of the people of the community on each other. We all have a deep, a solemn responsibility that we cannot escape.

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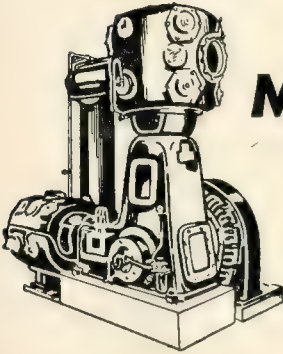
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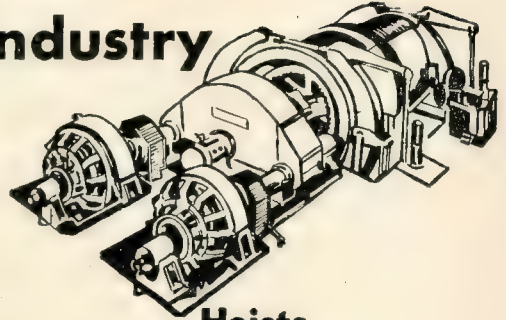
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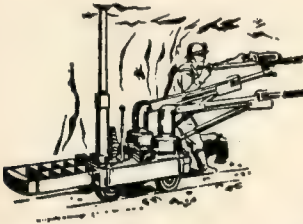
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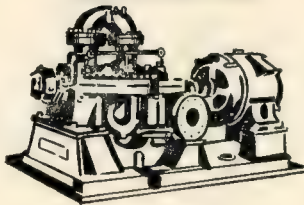
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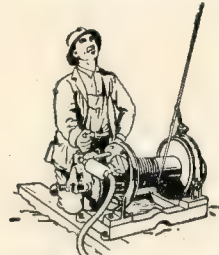
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The Common Sense of Psychology

By Prof. W. R. FRASER, M.A.

Sir George Williams College

(Excerpts from an address delivered to a group interested in public speaking.)

PSYCHOLOGY starts with what may be called common sense knowledge of human activities; then it adds to the common-sense or every-day outlook.

One does not have to study human behavior, as represented in books or lectures, in order to gain some general knowledge about speakers and audiences. It was the late Bernard Shaw, I believe, who said that the minds of most people may be considered under two headings. There are the people whose brains are like billiard balls — so hard that nothing can get inside them. Again, there are those whose minds are indeed open, but open at both ends; ideas enter readily enough, but they don't stay. As the poet said:

"Ten thousand great ideas filled his mind;

But with the clouds they fled, and left no trace behind."

It is easy to grant that audiences often have members who are narrow — all too narrow; and members who are broad — all too broad. Speakers, as well, are very much like audiences. Up to a point, this is highly desirable. In some sense, the effective leader in speech or whatever must be in the group. Unless he

is in the group, unless he is stirred by some of the feelings and ideals of others, he is hardly likely to gain a following. But we know, as our grandfathers knew, that the best leaders are both in and yet somewhat above the group. They express many of the ideas of others, but with greater force and clearness. They have superior ability by nature, or by nurture, or by both. They lead largely because they deserve to lead, because others simply cannot lead as well.

Psychology as "Common Sense" Plus

PSYCHOLOGY hardly denies such common-place or common sense ideas. But our grandfathers rarely made a close study of the make-up of human beings. Such a study takes time, inclination, labor, and even courage. I mention courage because psychologists, along with other scientists, noted facts that people commonly preferred to minimize or forget. It took courage to cling to bitter truths concerning men and their works, for the great public was commonly hostile to beliefs when these conflicted with cherished convictions.

Perhaps you will allow me to quote here from a letter issued by the School

(Continued on page 34)

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(Continued from page 32)

Board of Lancaster, Ohio, in 1828:

"You are welcome to the use of the school house to debate all proper questions in, but such things as railroads and telegraphs are impossibilities and rank infidelity. There is nothing in the Word of God about them. If God had designed that his intelligent creatures should travel at the frightful speed of fifteen miles an hour by steam, He would clearly have foretold it through his holy prophets. It is a device of Satan to lead immortal souls down to Hell."

It is easy to smile over the limited vision of public officials in 1828. But, to this time, there is often strong opposition to the efforts of psychologists, as well as of other scientists, to get a clearer understanding of human nature and its possibilities. Ideas, unlike persons, seem to grow lovelier growing old; and we cannot be altogether surprised that new scientific thought should seem to so many not as an opportunity but as a calamity.

Organized Curiosity

YET science has survived, not only because of the curiosity of the few but also because of fruits for the many. "In the days when the world was young" it was possible to live, and perhaps sometimes to live well, without deep understanding of men at large. But now parents find it harder and harder to believe that they can care for children "by instinct," inasmuch as instinct seems strangely silent with regard to calories and vitamins, not to mention the development of personality. The world has become too complicated to permit of the good life merely in terms of past belief and past conduct. We require much new knowledge before we can build, in the changing world, a secure habitation and a really happy home.

Psychology, as I suggested, does not repudiate common sense. But it aims at more exact knowledge than casual common sense can give regarding the make-up and the development of persons. Some psychologists, of course, are not chiefly interested in changing people's minds and lives, but only in understanding people as they are. We call them



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"pure" psychologists. But a pure psychology may become an applied psychology or art; and already pure psychology has been applied extensively to advertising, to academic education, and, in a measure, to what is called "the cure of souls." At present there is no clear indication as to the limits of the young, rather bewildering, and yet undoubtedly fruitful science of applied psychology.

To achieve its aims psychology, both pure and applied, uses methods contrasting strongly with rough and ready common sense. A word may here be said regarding the methods of psychology.

Accuracy of Language

TO BEGIN with, there is emphasis on logic and definition. Popular language is often vivid, especially in its slang and profanity, but it is also exceedingly vague. The psychologist had to devise almost a new language in order to escape the obscurities of common prose and to make his ideas clearer to himself and to fellow scientists. Many have complained of the difficulty in understanding the new terminology, and it has been darkly hinted that psychologists themselves don't know what they are talking about. There is perhaps no way to remove the sign from psychology, as one famous teacher said. I once had a student who felt that scientists invent new terms in order to make their subjects more complicated. Perhaps I never convinced him that the aim of science is rather toward simplicity, so long as this is in accord with promising theory and inescapable fact.

The mention of "fact" brings me to another point. The scientist tries not only to be clear and consistent, but also, in his wider interests, to be humble before facts. He searches unceasingly for those elements in human experience that are more or less durable, and often important in practical living, and that (for want of a better name) we call facts. In his laboratory, or even in the markets of the world, the scientist carries on a more systematic and a more prolonged search for facts than most people have the time, willingness, and courage to attempt.



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Results For Effective Speech

NOW what has all this to do with effective speech?

In the first place, the science of psychology with its systematic and experimental methods gives us more exact knowledge of the human make-up than older methods provided. In the present century perhaps the greatest contributions came from Freud and Pavlov and their armies of followers. Years ago the great American psychologist and philosopher, William James, confessed that his famous work on the principles of psychology had left out the most basic element in nature — the desire to feel important. Psychology can teach us not a little concerning the drives or motives of human beings everywhere.

One suggestive list of human motives is given by W. I. Thomas. He emphasized the desire for new experiences, for security, for response, and for recognition.

Increasingly exact knowledge of human wishes or desires gives a speaker confidence and power. Usually he wishes to persuade his hearers to follow a given course. Unless he understands others, he can scarcely reach their hearts.

But, in the second place, psychology can teach us much concerning the most effective methods of persuasion. We have all heard of scholars who had poor results in their teaching. Through lesser men, however, classes have often found their way to what Whitehead called "adventures of ideas!" and it is hard to believe that the style of the lecturers had much to do with their success. We can forgive a master if now and again he pontificates; but it is hard to show interest if his voice never comes out of his beard.

Speaking Can Be Improved

WE may assume, surely, that effective speakers have skills that are not entirely beyond analysis. A good voice is hardly undetected. Enthusiasm for one's subject has long been stressed as important in speaking. Courtesy is a mark of the more finished performer. The beginner is often so involved in the mechanics of speech, and in thinking of

himself, that he does not show proper regard for his audience. Psychology, however, deals with both physical and social skills and with how these may be best combined in the art of persuasive speech.

In at least one particular, the application of psychology to effective speech agrees with what moralists and religious leaders have stressed over the centuries. The speaker who likes people, who laughs with them rather than at them, who would prefer to make them happy rather than make them sad possesses a peculiar strength. There is no substitute for social sensitivity, for "character," and the speaker who is to be lastingly effective is likely one who is devoted to high ideals. The man who can rise somewhat above prejudice concerning party, race, and religion deserves a following and he often finds it. Few audiences are strong enough to resist one who is really proud to be a man and who tries hard to make a contribution to our youthful race as it goes drifting and yet dreaming beneath the stars.

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Whose Job Is It To Educate The Immigrant?

By Joseph Kage, B.Sc., M.A.

TENS of thousands of newcomers were admitted to our country during the past few years, with many more to come. The immigrants come to us with a strong desire to become members of our communities, citizens of our country. Most of them, however, have little and a vague understanding of our social standards and institutions. We want them to become good Canadians as soon as possible. We want them to think and to act like Canadians. The immigrant is helping and assisting us in the development of our country and of its natural resources.

This in itself, however, does not indicate that he is becoming Canadian. The newcomer should become a part of our Canadian culture and it is our duty to provide the means for him to attain this end. It is incumbent upon us to find ways how best to interpret to our newcomers Canadian ideals of citizenship.

Among the various means employed in helping the newcomer to adjust himself to his new homeland, the teaching of the English and French language and elements of citizenship constitutes, without a doubt, one of the most important threads for weaving into a truly Canadian design for living. A basic knowledge of the language of the country is the first step to Canadian citizenship.

Speech is the bond of society among men; to the extent that men do not understand one another, they are strangers. Social insight is established through verbal communication, through spoken and written languages. Language is the medium of interpretation without which social life cannot develop, and it is one of the most effective forces in

THE AUTHOR

Mr. Kage received his B.A. from Sir George in 1941 and three years later was awarded his B.Sc. degree from the college. He also holds a degree in the School of Social Work at McGill University and an M.A. from University of Ottawa in history and social science. He is director of Social Services at the Jewish Immigrant Aid Society of Canada in Montreal.

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(Continued on page 41)

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(Continued from page 39)

helping a person to become a part of a group.

Much of the opposition that a new Canadian may encounter can be explained by the fact that the old Canadian and the new Canadians do not understand each other. Language is the only bridge between the newcomer's old and the old timer's new. When clear it is the cement that holds the group together.

The present day immigrant with his tragic experiences overseas, who in many cases has been an outcast for more than a decade, craves and has a need, to belong to an organized community. The newcomer needs the security of "belonging." No wonder that the immigrant is eager to acquire a working knowledge of the English or French language.

It is only fair, therefore, that his adopted country should meet him half way. The importance and the implications of the problem are obvious. By elevating the status of the new Canadians, by educating them to an appreciation of Canadian ideals and institutions, a twofold purpose is achieved: the newcomer is helped to gain a feeling of his value to Canada; and Canada will realize the potential greatness of the contributions of its new citizens.

A Case In Point

AN illustration of the efficacy of a basic program of education for newcomers in the success of the Jewish Immigrant Aid Society (JIAS) Evening School for Immigrants in Montreal.

JIAS came into existence some three decades ago. It was, and continues to be a voluntary pioneering organization founded in response to a definite need to assist the Jewish immigrant to his adjustment in the country.

From the very beginning there was the realization that of the various kinds of social service needs presented by the newcomer, one of the most important was the teaching of the languages, the history and the general background of the country and a knowledge of the

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essential elements of citizenship. The need for such a basic program of education was considered a matter of serious concern without which an ideal of enlightened citizenship for the new Canadian could not be realized.

It has also been recognized and borne out in actual experience that a newcomer possessing even the most rudimentary elements of the English language has better opportunities to find employment. He also possesses more flexibility in becoming one of the community and is more easily accepted by the group. Example upon example can be cited that all other things being equal, the newcomer with some knowledge of English or French is unquestionably better equipped to help himself both materially and socially.

As a result, the JIAS Evening School in English and Citizenship was established and forms a regular part of the general program of the social services. The School is under the supervision of, and is directed by the Director of JIAS Social Services.

The JIAS Evening School holds classes at the Baron Byng High School, Montreal, each class meeting twice a week. The facilities of the Baron Byng High School were obtained through the courtesy of the Montreal Protestant Central School Board at a nominal monthly fee. At present, the school comprises 24 classes ranging in levels from beginners to advanced. Recently classes in French have also been introduced.

The staff of the school consists of 24 qualified teachers and supervisors. Since the main purpose of the school is to provide the pupils with an opportunity to express themselves as soon as possible in the new language, stress is placed on the conversational method.

The actual cost of maintaining these classes is indeed negligible in terms of both immediate and long range achievement. The investment in the education of the newcomer, having for its purpose the development of solid Canadian citizens who will add much to the enrichment of our culture, is indeed a sound one.

(Continued on page 44)

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A National Responsibility

IT would seem that the problem of immigrant education up to the present time has been dealt with in a rather haphazard manner. The sporadic and spasmodic efforts here and there, especially on the part of private groups, have been very successful and highly commendable but they certainly do not offer a solution to the problem of immigrant education. Neither have the voluntary groups the means to finance an extensive program. Education, per se, is a responsibility which devolves on the Provincial Governments. Education of the immigrant, however, carries additional connotations. It implies a national task of integration. It is a matter of national unity and consequently, it is not only a provincial matter but is in fact a Federal matter as well. It would seem that both the Provincial and Federal Governments must participate in an extensive program of setting up night schools for immigrants throughout Canada. Each such night school would become a powerful force that

would protect many a newcomer from influences to which we all are anxious he should not be subjected. The question of education of the newcomer must be given wholehearted thought and must result in concerted action. The Canadian Citizenship Council and the Citizenship Branch have accumulated sufficient experience and background to work out a national program of education. Delay may be detrimental for Canada and for the newcomers both in terms of material benefits for our country and in human and social values for our great Canadian democracy.

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Your Christmas Highway

By Rev. J. S. McBride

IN THAT magnificent fortieth chapter of Isaiah, we find this imperative word: "Make straight in the desert a highway for our God." Here, it is obvious, someone has to do something. The something which has to be done — to build a highway.

This is a task both noble and difficult. This highway of old was to be built across a barren and desolate place. Can you imagine what a pleasant contrast it would be to discover a highway in the desert? All of us have had to journey, at one time or another, across some difficult place. What joy when we suddenly find ourselves on a smooth road once again! Do we not breathe a sign of relief?

But, no highway was ever built simply by speculating about it. Someone had to work; someone had to make sacrifices; some have even given their lives in the building of highways. Along the Alaska Highway, it was not unusual to see a lonely mound of clay with a cross — as a marker, bearing the inscription, "So and So — Killed."

Again, in order to push through a highway, it has been necessary, at times, to blast away certain obstacles, or to fill in swamp lands, so that a solid foundation might be laid. Every precaution must be taken to assure the success of the venture.

If ever there was a time of the year for moral and spiritual "highway building," it is Christmas. Christmas is the time when we take a look into our own souls; when, in honesty, we ask to have all pettiness removed. Christmas is the time when we can ask that our spiritual vision may be lifted to newer and larger horizons. If we are sincere, selfishness, greed and impurity of heart and mind must flee before a sublimer spirit. Here is a highway in the building of which we may all participate.

In that former day, when the word came to, "make straight in the desert a highway for our God," things were as confused as they are today. Then, people were not to busy themselves with the darkness, but with the prospect of a brighter day. Build a highway for our God. Become a partner with Him who is over all and in us all.

All great movements must begin with the individual. True joy is to be found in doing something worthwhile. This Christmas, what "highway" will you build? Resolve now that it will be different — must be different. Catch a vision of Your Christmas Highway. It can be the means of bringing great blessing to the lives of others.

"Every valley shall be exalted — every mountain and hill shall be made low and the crooked shall be made straight, and the rough places plain."

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This matter, which has been under consideration for the past year, has now been settled and the question of recognition of our degrees by Osgoode Hall has thus been clarified.

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"The good citizen," Mr. Lang said, "is always ready to accept responsibility as well as privileges and to make his contribution in time, effort and money towards people and causes in need of help and betterment."

Diplomas and certificates were presented by Dr. K. E. Norris, principal. Valedictory was given by Charles N. Zane.

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Let the light of Sir George Williams College which has shone with ever increasing brilliance go with you in your efforts so that the work of this great Christian institution may continue to expand and thereby enhance the vitality of our whole nation . . . Sincere good wishes for the total success of the campaign and may God grant to all those connected with the drive the necessary energy and devotion . . . Arthur Jordan, Toronto Georgian grads.

From St. John's

Georgian grads in Newfoundland send best wishes for college building — Y.M.C.A. campaign . . . Sir George well known among many prospective evening students here . . . Alice Ross Rothney.

From Halifax

Maritime Georgian grads extend sincere best wishes in Sir George Williams College Building and Y.M.C.A. Campaign . . . Eric Cowan.

From Ottawa

Greetings from Canada's Capital . . . Our sincere good wishes for successful building fund campaign . . . We are sure that Georgian grads everywhere will be proud to participate . . . Thomas P. Sterling, Ottawa Georgian grads.

From New York

Completion of the Sir George Williams College building the dream of the

Cornerstone Class graduated a short ten years ago will be another link in the long chain of wonderful association with the Y.M.C.A. . . . We south of the border, send our heartiest wishes for the success of the fund campaign . . . We look forward anxiously to that day in the near future when we can return "home" and look with pride on the result of your efforts in this venture . . . Fred Kerner (B.A. '42), New York Georgian grads.

From Calgary

All graduates here join in sending best wishes for total success in building campaign . . . Great part of any success we might now have due to tremendous influence of Sir George Williams College on our lives . . . Future generations will increasingly benefit when adequate quarters are provided . . . Murray E. Faulkner, Calgary Georgian grads.

From Vancouver

Personally sold on S.G.W.C. past and future . . . I completed three years high school and B.A. diploma in five years evening division and three years day division . . . Could not have had opportunity without S.G.W.C. . . . Many others should have what these college and schools have to offer . . . Best wishes for a successful campaign . . . A Doug Dewar, Vancouver Georgian grads.

From Winnipeg

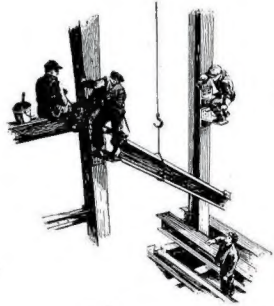
May we offer our best wishes and every success in the Sir George Williams College Building — Y.M.C.A. Campaign . . . As grads we have long been aware of the necessity for a college building and trust this worthy campaign will achieve its goal . . . Leo J. Gallagher, Winnipeg Georgian grads.

Perfection the Sum of Many Details

IN this magnificent tapestry every separate stitch was made under the supervision of a master craftsman, and each contributes its part to the whole effect.

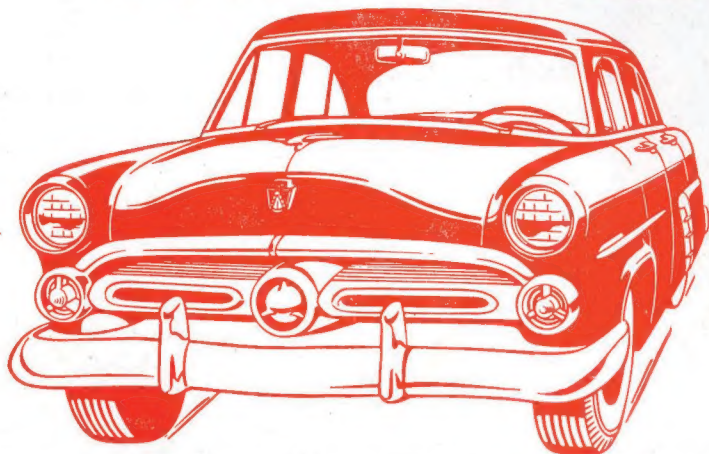
Likewise in steel construction, every detail of design and workmanship must be studied, and each contributes to the safety and durability of the finished structure. But once it is complete, these all-important details are no longer visible, and your only assurance lies in the integrity and reputation of the fabricator.

XVth Century Flemish Tapestry. Reproduced by kind permission of the Owners, The Montreal Museum of Fine Arts.



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